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ABSTRACT

This book emphasizes the process of learning in immersion programs, particularly those related to reading. It explores language learning processes and experiences among French late immersion grade 9 students and Australian teachers completing a university-based Chinese immersion graduate diploma. Using students from each group as key informants, combined with research methods characteristic of a socio-ethno-phenomenological approach, the book examines various aspects of these two contexts from a student perspective. Seven chapters include the following: (1) "Language Learning in Immersion Programs" (language learning in Australia, study goals, existing research, and Australian immersion research); (2) "How and Where the Research was Done" (research approach, settings, students, and French and Chinese immersion settings); (3) "Learners' Responses to the Learning Context" (e.g., scripts for school, teacher role, response to the curriculum, and fellow students' role); (4) "Language Learning Experiences" (e.g., making sense of the classroom and producing the second language); (5) "Reading and Writing" (e.g., reading and writing in Chinese and French); (6) "Language Learning Processes and Strategies" (case studies of Chinese and French language learners); and (7) "Discussion and Conclusions." Two appendixes present transcription conventions and translation of the classroom activity sheet. (Contains 171 references.) (SM)

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